LANDAU FORTE ACADEMY MOORHEAD

Policy Name	Behaviour Policy
Policy Number	PLOO8
Date of Issue	April 2026
Author	Mr Cafferky
Reviewed by	Mr Cafferky
Date of next review	October 2026

Review Date	Summary of Changes Made	Date Implemented
February 2022	Updated policy to include support rooms and rewards and sanctions	March 2022
January 2023	Reviewed no changes	
January 2024	Reviewed no changes	
May 2024	Added suspensions and exclusions	May 2024
September 2024	Added Best Me initiative	October 2024
July 2025		September 2025

Introduction

Landau Forte Academy Moorhead Primary School is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which high quality, effective teaching and learning can take place.

Using a consistent, positive approach to behaviour management, and building positive relationships through positive interactions (as outlined in the EMR³ method in the EEF Guidance Report for Improving Behaviour in Schools), children develop strategies to support their emotional regulation, behaviour and self- control. This ensures they are developing positive attitudes and commitment to their education. At LFADM we use the EMR³ method where appropriate, which focuses on Establishing, Maintaining and Restoring relationships ensuring children feel valued and are given opportunities to reflect on and improve behaviour choices.

Our emphasis will be on recognising and celebrating effort and success individually and collectively in classes, phases and House Teams, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

Our school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure they take a positive and proactive role within their community in the future.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

Behaviourand disciplineinschools

Searching,screening and confiscation atschool The Equality Act 2010 Use of

reasonable force in schools

Supportingpupilswith medical conditions atschool It is also based on the Special

educational needs and disability (SEND) code of practice.

Aims

- To encourage good behavior and respect for others within ourschool and wider community.
- To promote self-discipline and proper regard for authority among all pupils
- To state what is expected of our pupils

- To state what is expected from our parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that all staff are seen to be fair and consistent

Who is consulted?

The school Senior Leadership Team works with parents, pupils and staff. All pupils are made aware at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- **Child Protection and Safeguarding**
- **Anti-bullying**
- **Equality**
- **Home-School Agreement**

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

The Principal

The Principal is responsible for reviewing and approving this behaviour policy and implementing it in the school. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- SLT(senior leadership team) will support staff in responding to behaviour incidents.

At Landau Forte Academy Moorhead Primary School, we expect to see from all of our staff, governors and visitors, the following adult behaviours:

- Calmness,
- Humour,
- Empathy,
- Consistency,
- Reflective practice,
- Recognise and praise good conduct publicly,
- De-escalation.

We expect children to:

- Be respectful and kind
- Show resilience and bravery
- Be ambitious and curious
- Be proud of themselves and our school
- Follow our Best Me approach (see Appendix for further details)

We expect parents to:

- Work collaboratively
- Support the actions of the school
- Have open dialogue with school
- Promote the positive attitudes of the school
- Provide a good example of behaviour
- Treat all staff with respect

We expect all STAFF to:

- Meet and greet children
- Use personal, sincere praise all day
- Use more positives to negative comments
- Use Class Dojo to acknowledge and reward children making the right
- choices, posting regular good news onto Class Dojo story to inform parents and carers.
- Use shared language
- Record relevant incidents
- Follow behavior expectations consistently
- Make relevant adaptations to classroom practice to support behavior.

We expect Senior Leaders to:

1) Be visible at the beginning and end of the day, playtimes and lunch times
2) Carry out regular learning walks to support, coach and model expectations of aspirational teaching and learning to positively impact on behavior.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and visitors.

Pupils are required to follow the school's Anti-bullying Policy. Pupils, whether n or out of school, are expected to have:

- **Respect for others**: their feelings, opinions, cultures, limitations including any differences.
- **Respect for themselves**: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- **Respect for the environment**: their own, the school's and other people's property and the community in which we live.
- **Respect for the future**: the belief that we can all make a difference by our contribution to the local, national and global community.

The school has a Code of Conduct which sets out in the expectations of how children should behave. This is communicated regularly in the classroom and assemblies.

Behaviour management

The EMR³ Method Evidence Based Research – EEF Improving Behaviour in Schools

Whilst the EMR³ Method involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship, it is used to support all learners on a behavior strategy plan at LFADM and is evident throughout the strategies used to promote exceptional behaviour and attitudes with these pupils.

Establish – Intentional practices to cultivate a positive relationship with each student (*i.e. building trust, connections and a shared understanding*)

Maintain – Proactive efforts to prevent relationship quality from diminishing over time *(i.e. ongoing positive interactions)*

Restore (R^3) – Intentionally repairing harm to the relationship after a negative interaction and this is explicitly done with children who are on a behavior strategy plan. The table below is an example of where we may use of the strategies highlighted depending on the needs of an individual child.

	Establish	Maintain	Restore (R^3)
Definition	*Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)*	*Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)*	*Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)*
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R^3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Improving Behaviourin School: Guidance Report. Education Endowment Foundation

Using **EMR³** consistently in school, we aim to provide a stimulating and supportive environment where high standards are set and every small achievement is celebrated. We endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that none of our pupils experience a sense of failure. We recognise that the ethos of the school depends upon the quality of the relationships within it**.** Adults endeavour to present good models of behaviour thus creating an atmosphere of mutual respect. We believe the EMR³ method secures the bedrock for these positive relationships.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote and celebrate good behaviour in the classroom using class dojo– and make regular posts on the class dojostory to inform parents and carers
- Be proactive in using sensory and calming spaces around the school environment
- Make children aware of the appropriate way to use their Class Worry Monster
- Display the Best Me resources within their class
- Develop a positive relationship with pupils, to include:

- verbal and non-verbal praise
- Class Dojo points
- Positive conversations/Dojo messages with parents at the beginning or end of the school day or on class dojo
- Achievement Assembly awards
- An invite to the Headteacher's Tea Party
- Positive phone calls home
- Restorative conversations

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- meeting and greeting
- openly showing we care
- high staff visibility at playtimes/lunch time
- Positive praise
- Consistency
- ensuring access to materials and resources linked to adaptations in the curriculum
- Visible class dojo recognition board in each classroom

Pupil support

The school recognises its legal duty under the **Equality Act 2010** to prevent pupils with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may need to demonstrate reasonable adjustments in order to cater to the needs of the pupil.

The school's SEND and Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When specific needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis (please see a copy of our behavior strategy and well-being plan templates in the Appendices).

Pupil /Peer support systems

We aim to foster a sense of responsibility within our pupils through the use of activities such as:

- Peer to peer reading support sessions
- Electing House Captains
- Training Mini-Leaders to lead activities during break and lunch times
- Working collaboratively during Mini-Police sessions
- Opportunities to gain a sense employment in school through 'job-swap' events

Searching pupils

School staff can search pupils with their consent for any item.

The Principal and DSL's, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited/dangerous item.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

Phones and other electronic devices

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible.

When an electronic device is brought to school, it is handed into the office and stored in a locked cupboard. Children can pick the device back up at the end of the day.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils.

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin our Behaviour Policy.

It is school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition:

- displaying school values of ; ***be brave, be curious, be kind*** in or out of school
- consistently improved standards of work

- Outstanding pieces of work
- Effort in class or for home learning projects
- outstanding effort or achievement in extra-curricular activities
- Following "Best Me" Code.

The foundation for the achievement of good behaviour will involve praise, rewards, and positive relationship between teachers and pupils. We may reward pupils in the following ways:

- verbal praise by staff
- approving signs/acknowledgments
- class dojo points
- sent to another teacher or Principal with work

- phone calls home
- dojo messages to parents
- celebration award assemblies
- special privileges e.g. access to a room across the school or certain jobs within school or the classroom.
- Invitation to Headteacher's Tea Party

Sanctions

Our school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate. Sanctions include:

- break or lunch time reflection sessions
- withdrawal of privileges and/or responsibilities
- catch up of work
- referral to senior staff
- phone call to parents
- working within another space in the school/
- in school suspension
- fixed-term suspension
- permanent exclusion

To support staff when a child is being severely disruptive, they can call for session support to the family support workers office and a member of staff from the inclusion team will support that child.

Behaviour incidents will be recorded by the member of staff dealing with the incident at the time on CPOMS. There is regular analysis of the type of behaviours occurring and the inclusion team will

decide whether a child needs further support if they have accrued a number of incidents. Further support is identified as follows:

Power, Threat, Meaning Framework – carried out by class staff, Inclusion lead and Family Support Worker. This is centered around analysing the reasons behind the behaviours to enable a focused strategy plan to be developed.

Strategy **Plan –** created by class teacher and Family Support Worker, Inclusion lead, pupil and parents to support and monitor behavior. This will primarily be centered around high quality teaching and adaptive strategies to support leaning within the classroom or outside of the classroom.

Well-being support plan

If the behaviour of a child does not improve a meeting with the child, parents/carers, and SEND Inclusion Leader will be called to initiate a well-being plan (example template below).

During the meeting, staff, parents and carers and the child will discuss the reasons for the need for a well being support plan and identify the behaviours that are needed to be more evident.

Support and provision will be identified within this meeting to provide clarity to all parties and ensure the child understands the expectations. There may be referrals to external services.

Collectively, two positively phrased, achievable targets are created for the child to work on with rewards and consequences for both school and home identified to ensure everyone is working together to support the child to improve their behaviour.

These meetings review the targets set for the previous weeks and share successes and areas for development for the upcoming weeks.
Copies of all wellbeing plans should be kept by the class teacher, given to parents/carers and copies given to the Inclusion leader to monitor.
After implementation of a wellbeing plan, if there are **successful reviews** in which targets are met the wellbeing plan is stopped and the impact is shared with the Senior Leadership Team.
Should there be no improvement, the Principal will join the meeting to discuss the behaviour and next steps for the child.

Further consequences for poor behaviour choices

Should it be deemed necessary, there are additional consequences for children displaying negative behaviour choices or extreme behaviours. These are only considered, after speaking to multiple stakeholders involved in the de- escalation process for behaviours, and are not decisions taken lightly by school leaders. These may include:

- Parents/carers being asked to support their child in school
- In school suspension in a different class within our school
- Fixed term suspension for a fixed period of time
- Permanent Exclusion from school

If it is deemed necessary that a child receive a suspension or exclusion, it is paramount that it is decided what will be different for that child when they return to support their reintegration back into class or school. This will occur within class and phase teams for children having in school suspensions and as part of the reintegration meeting on the first day back for a child receiving a fixed term suspension.

Areas of school to support with de-escalation of behaviour

Throughout school there are areas that can be used to support when a child needs some time to regulate their emotions or de-escalation of behaviour is required e.g. sensory and/or quiet rooms.

If a child's behavior consistently presents as being unsafe, we will liaise with parents to ensure that a suitable risk-assessment is in place. This document will be co-produced and reviewed regularly. Please see Appendix for a template.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the end of the term or year to inform the next. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Pupils in Y6 moving onto Secondary education will receive transition visits and information throughout the whole of the Spring and Summer terms in readiness for the next stage of their journey and information will be shared on the city wide transition portal.

Suspensions and Permanent Exclusions

At Landau Forte Moorhead, we follow the prevailing guidance from the Department for Education on all issues relating to suspension and permanent exclusions - https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

The Principal, or Vice Principal in their absence, will decide whether to suspend a student or permanently exclude a student, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole School community.

In line with Department for Education guidance, permanent exclusion is an appropriate response to a serious breach, or persistent breaches of the school's Behaviour Policy (including conduct off the School site/ online or via social media) and where allowing the student to remain in School would seriously harm the education or wellbeing of others in the School.

The School will permanently exclude students for both persistent breaches of the school behaviour policy and for serious (one off) breaches of the policy.

The School does not have a tariff of suspension length for different misdemeanours and acknowledges that there are certain serious one-off incidents for which permanent exclusion may be appropriate.

Examples of serious breaches for which permanent exclusion may be a reasonable response to a first offence include*:

- Serious actual or threatened violence against another student or a member of staff
- Sexual harassment
- Sexual violence
- Carrying/supplying an offensive weapon
- Arson
- Behaviour which poses a significant risk to the young person's own safety/ the safety of other members of the School community
- Malicious or unfounded allegation against a member of staff.
- Behaviour whilst travelling to and from School (or whilst away from the School) that brings the School into disrepute/or is harmful to the public.
- Persistent Bullying
- Hate crime behaviours

*Please note, the list above is in no way intended to be exhaustive nor to limit the Principal's (or the designated Deputy's) authority to make reasonable decisions regarding permanent exclusions.

Direction to Alternative Provision (AP)
We have the right to direct students to attend off site alternative provision. The objective of a direction to off-site AP is to improve the identified student's behaviour and therefore it will often be used when a student is at risk of permanent exclusion. If directing a student to Alternative Provision the School will always follow the DfE guidance detailed here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_acc_essible.pdf

Malicious allegations against staff

Where a pupil or parent/carer makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti- bullying Policy will be followed.

Partnership with parents/carers

Parents/carers are given a Welcome Pack on arrival to our setting and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Outside of school - We also expect

- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

The same behavior expectations for pupils on the school premises apply to off- site behaviour.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- wellbeing plans to enable celebration of good behaviour
- increased communication between home and school
- support from the Inclusion Team, Family Support Worker, identified learning support assistants and teachers
- small group work or 1:1 support in specified, targeted interventions

Monitoring, evaluation and review

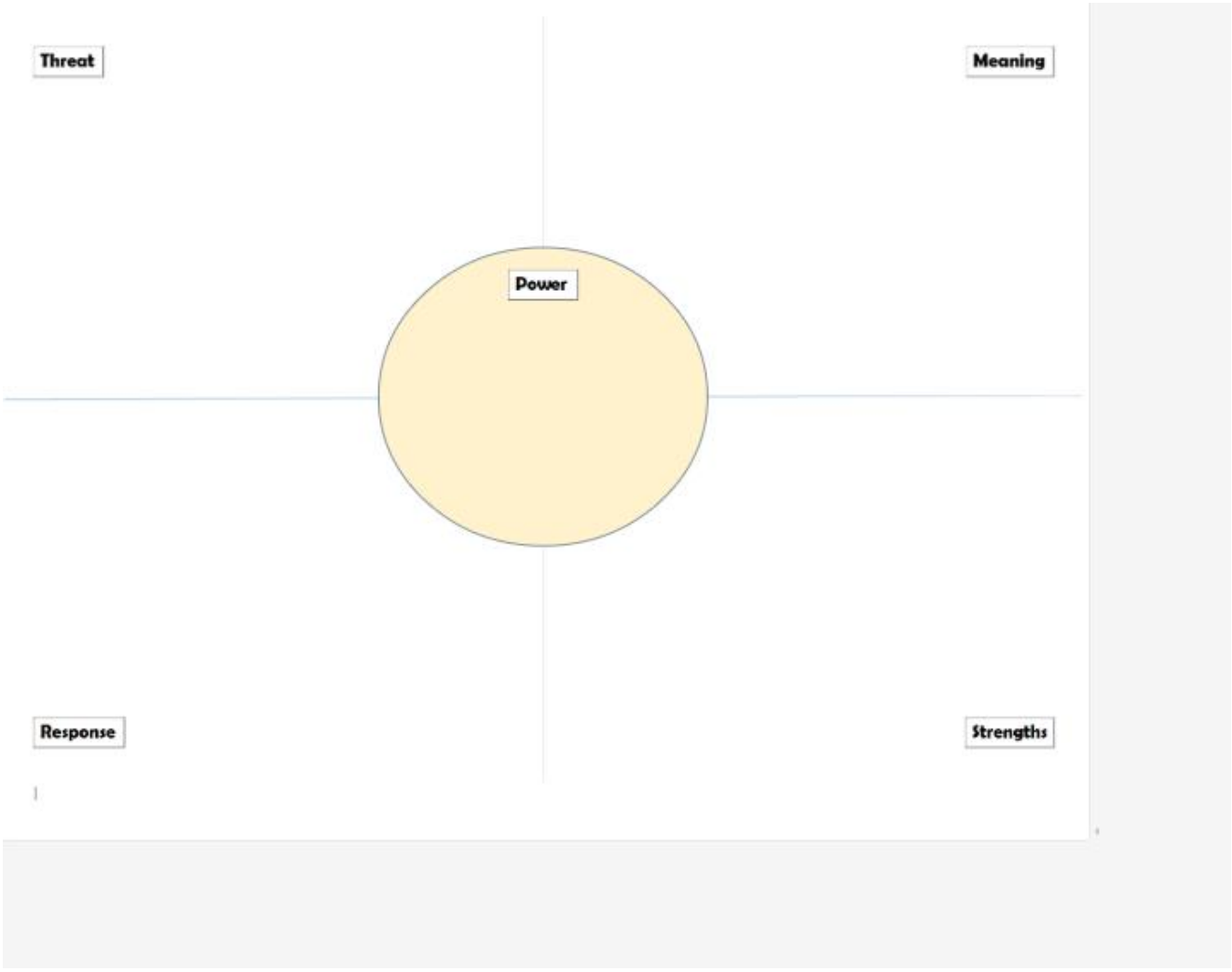
The Principal will evaluate the impact of this policy by collecting and analysing relevant data on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term suspensions and permanent exclusions – number of, and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed by the Education Advisory Committee Governing Body.

Example of a Power, Threat, Meaning, Framework



Example Behaviour Strategy Plan

Child's Name:	
Key Adults:	
Start Date:	**Review Date:**
Child Signature:	
Teacher Signature:	
Parent Signature:	

Priority Concerns
•

What do we want to achieve?
•

Strategies to use	**Situations to avoid**
•	•

Review	
What has worked well?	**What needs to be changed?**

Example of well being plan

Wellbeing Plan

Name:

Date:

Target 1	
Target 2	

Rewards for achieving targets **At school** **At home**	**Sanctions for not achieving targets** **At home and school –**

	Morning 1		*** Break**	**Morning 2**	*** Lunch**	**Afternoon**	*** Afternoon**
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
						Target score =	**/30**

Things that might help me:

Example of reintegration meeting form

Record of Family Meeting with _____

Student: _____

Date		Time		Location		Language	
Staff present							
Family Present				Contact Tel:			
Other Agencies							

Key Points of discussion

Actions	By whom	By when

Signed_____ Family Representative

Supporting and de-escalating challenging behaviour

Staff are trained to actively challenge and resolve incidents of undesirable behaviour as they arise, to ensure incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of negative behaviour to create a culture where behaviour is everyone's responsibility. Incidents of negative behaviour in classrooms are infrequent but when incidents do arise there is a clear flow chart to follow as shown here:

Classroom behaviour management flow chart
Each day a new start

Process	Shared Language (age appropriate)	Consequence	Contact	Recording
Relationships/sense of belonging. This must come first. Use of class Dojos to positively reinforce BEST ME values **Stage 0 –** Behaviour for learning strategies/consistent routines/reasonable adjustments for a minority of children.	I can see you are... I need you to… *Give process time* Put timer on (if appropriate).	None	None	None
Stage 1 Verbal warning/Non-verbal cue/Public praise and recognition/Reminder of expectations using BEST ME	I'm reminding you of my/our expectations. Remember you need to be… BEST ME language if appropriate *Give process time* Put timer on (if appropriate).	None	None	None
Stage 2 Moved to another area within the classroom/swapped seats. Reset	Calm and firm. On the child's level if possible.	Complete any missed learning if appropriate in their own time. This is to be managed in the classroom. Break time	None – speak about the barrier with the child (if appropriate)	CPOMS if appropriate

expectation of learning that needs to be completed. There will be no lunch or break time if learning is not completed.	You have not followed my/our expectations. Now, I need you to move to complete your learning and follow my instructions please. *Give process time* Put timer on if appropriate.	is an appropriate consequence and managed by the adults in the classroom where possible. *If this is happening regularly, teachers need to unpick the barrier alongside HD/JuD. Aim is to be preventative before it escalates.*		
<u>Stage 3</u> Sent to alternative classrooms/change of face. Extreme behaviours e.g. swearing, punching/kicking/ is straight to stage 3 If a child refuses go to another classroom, go to Stage 4___ Partner classes – another class in their phase for KS1/EYFS	Same language as in Stage 1 and 2. Now, I need you to go another classroom. Adult to escort where possible. If not, telephone the other adult to communicate. *Give process time and timer if appropriate* Adult in the partner classroom – I am disappointed in your behaviour choice. Please complete your learning that your teacher has asked you to do.	Children sent to another classroom with a clear time frame. Missed lunchtime to complete learning if needed and they haven't completed the learning in the partner classroom. This is outside HT office. This is to be managed by the pastoral team. The teacher/LSA must communicate why the child is there. It will need to be when the child is on the "outside" sitting only. A reset conversation and an apology from the child and understanding from the teacher to move forward.	Teacher speak to parent at the end of the day – either face to face or phone call.	Incident logged on CPOMS by class teacher
<u>Stage 4</u> Call/refer to behaviour team – HD/JuD	The main aim is to safely remove a child so learning can continue. The range of	If this a regular occurrence, behaviour strategy plan and then a wellbeing plan to be implemented and	Pastoral team/teacher to contact parents	Incident logged on CPOMS by behaviour team/teacher

There will need to be a clear consequence here eg. Lunchtime	strategies will depend on the child. Reflection - completed by pastoral team (with teacher if appropriate): What happened? What were you thinking/feeling? Who was affected? How does it make you feel? What's needed to put it right?	reviewed fortnightly as per behaviour policy. Key staff include adults in class and pastoral team. Access to external agencies explored.		
<u>Stage 5</u> Escalate to HT	Time out of class to work in another environment.	At risk of fixed term suspension/permanent exclusion	HT contact parents.	HT

Moorhead Academy Student Risk Assessment

Name of Student: Year:
Date: **Reviewed:** **Reviewed**

Risk Level	Type of Risk	Where is the risk most likely to occur?	How often? What are the trigger behaviours?	How is it managed?
Other important Information				

Best Me Poster

LANDAU FORTE
CHARITABLE

TRUST

Date	March 2019
Change Made	Version 3.0
Made By	T Cafferky